**Ancient Philosophical Influences**

**General organisation**

* Folder has dividers with the following titles:
* PR1 Ancient Philosophical Influences
* PR2 Soul, Mind and Body
* PR3 The Problem of Evil
* PR4 Proofs of God
* PR5 Religious Experience
* Notes, resources, home learning and essays are filed in the correct sections and in order of delivery.
* There is evidence of the Cornell system (5Rs) being used to review notes and resources.
* There is evidence of feedback being acted on in the form of redrafted sections, annotations, post-it extensions etc.
* The Knowledge Organiser for this topic shows signs of regular use – annotations, colour-coding etc.

**Lesson notes & resources**

1. How do we know what’s real?
	* Reality questionnaire
2. How can Plato’s Cave allegory help us to understand reality?
	* Know the story, explain the symbolism
3. What is Plato’s theory of Forms?
	* Note-taking frame
4. What is Aristotle’s theory of causation?
	* 4 Causes – definitions, examples, relative importance
5. How does Aristotle’s theory of causation lead to his argument for the Prime Mover?
	* Prime Mover text for reading at home
6. Whose theory of knowledge and reality is stronger – Plato or Aristotle?
	* Venn diagram
	* PEEL writing frame

**Specific home learning tasks**

* Who influenced Plato? - postcard
* Reviewing Aristotle’s theory of causation – mindmaps
* Evaluating Plato and Aristotle’s theories of knowledge – flashcards, PEEL frame

**Evidence of review and preview**

* Socrates & the sophists (Philosophize This)
* Plato (Philosophize This)
* Scepticism (Philosophy Bites)
* Hodder textbook pages 16-23 - Plato
* Simon Blackburn on Plato’s Cave (Philosophy Bites)
* Hodder textbook pages 30-35 – Aristotle
* Prime Mover text
* Crash Course video additions to Venn
* Socratic Method (Philosophy Bites)
* Paradox of Inquiry (Philosophy Bites)
* Aristotle Parts 1 and 2 (Philosophize This)

**Knowledge check results**

|  |  |  |
| --- | --- | --- |
| Your recall of this unit’s key terms needs attention**.** Spend more time in between lessons reviewing key words in both your notes and on the Knowledge Organiser. Use **self-quizzing** to do this efficiently. | You know most key terms, but not thel details of specific theories. Create and **actively use flashcards** to prompt you in your self-quizzing – follow the guidance given in lessons about how to format these for maximum impact. | Your knowledge of key words and concepts is solid. Apply the same revision and review techniques to memorising the **strengths and weaknesses** of these theories. |

|  |  |  |
| --- | --- | --- |
| **Self checked** | **Peer checked** | **Teacher checked** |